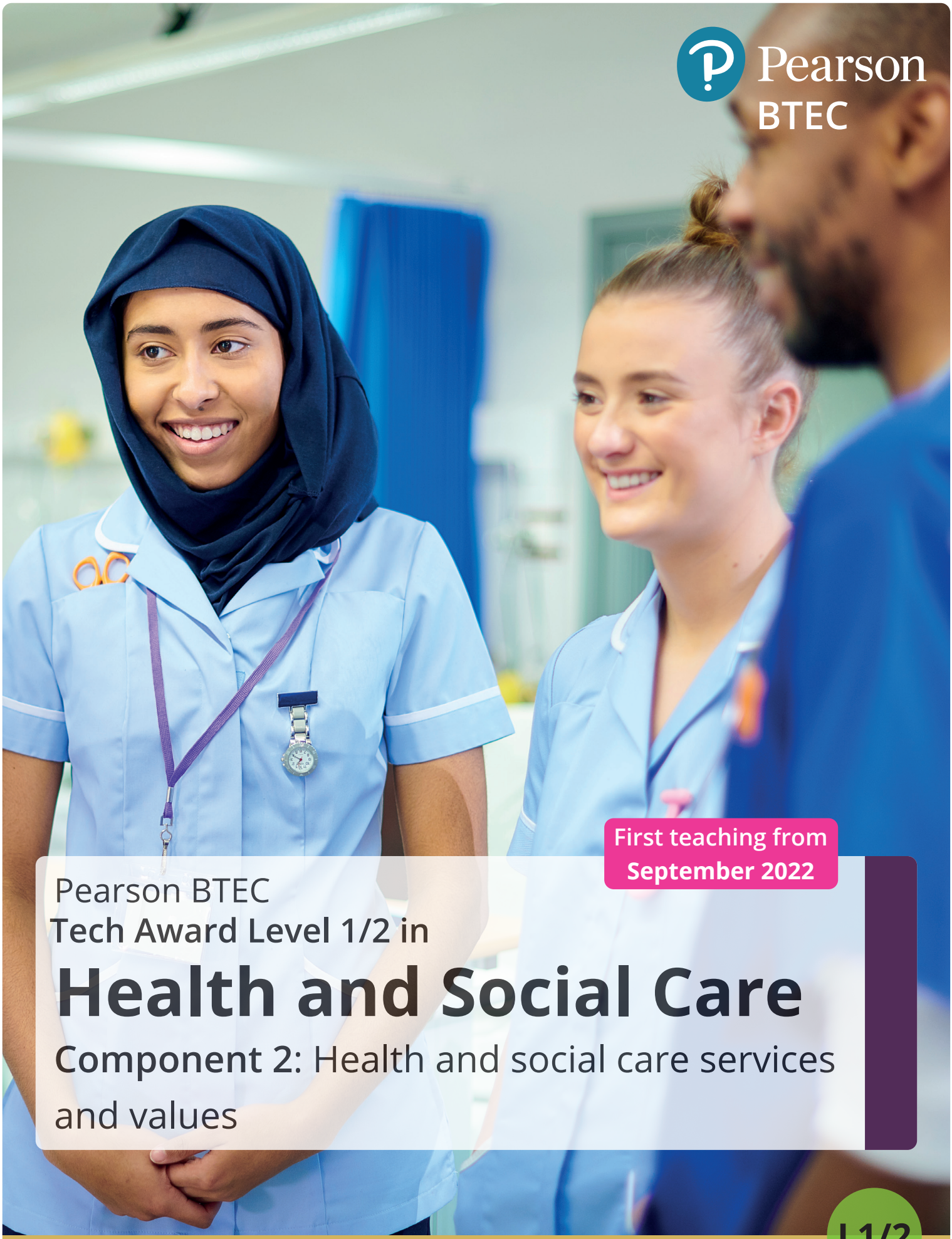

Pearson BTEC

First teaching from September 2022

Pearson BTEC
Tech Award Level 1/2 in

# Health and Social Care

## Component 2: Health and social care services and values

L1/2

# Pearson-set Assignment – sample

*First teaching from September 2022*

Issue 3

# Pearson BTEC Level 1/Level 2 Tech Award in Health and Social Care

## Pearson-set Assignment – Sample

### Component 2: Health and Social Care Services and Values

First teaching September 2022

Issue 3

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This Pearson-set Assignment is Issue 3. We will inform centres of any changes to this issue. The latest issue can be found on our website.

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## Summary of Pearson BTEC Level 1/Level 2 Tech Award in Health and Social Care Pearson-set Assignment for Component 2: Health and Social Care Services and Values Issue 3 changes

| Summary of changes made between the previous issue and this current issue | Page number |
|---|---|
| The wording in the *Introduction* section under Formal supervision and in the Instructions to learners section has been amended to clarify that learners' supervised access to the internet for sourcing audio/visual content and their own course notes is optional and will not affect access to the full range of available marks. | Pages 1 and 2 |

## Summary of Pearson BTEC Level 1/Level 2 Tech Award in Health and Social Care Pearson-set Assignment for Component 2: Health and Social Care Services and Values Issue 2 changes

| Summary of changes made between Issue 1 and Issue 2 | Page number |
|---|---|
| The wording in the *Introduction* section under Formal supervision and in the Instructions to learners section has been amended to clarify that learners can access the internet for sourcing audio/visual content and their own course notes. | Pages 1 and 2 |
| The wording in the *Guidance for teachers* section under During the assignment has been amended to clarify that any sources of information, ideas, text, audio and/or visual assets created by others that learners include in their work must be clearly identified and referenced. And that only permitted materials, such as learners' own course notes and sourced audio/visual content can be brought into the supervised assessment. | Pages 9 and 10 |

# Contents

**Introduction** **1**

**Instructions to learners** **2**

**Pearson-set Assignment** **3**

Task 1 3

Task 2 4

Task 3 5

Task 4 6

Task 5 7

**Guidance for teachers** **8**

**Marking grid – Component 2** **13**

**Appendix 1: Case study for Task 5** **22**

# Introduction

The key purpose of this assessment is for learners to demonstrate their application of knowledge and understanding of different kinds of health care services that work together to meet the needs of an individual, how social care services meet the needs of an individual, the barriers an individual could face when accessing services in health or social care, how health care professionals demonstrate the skills, attributes and values when delivering care to an individual and how the skills, attributes and values of care professionals can help an individual to overcome potential obstacles.

The assignment for this component consists of five tasks.

- In response to Task 1, learners will demonstrate their knowledge and understanding of how health care services work together to meet the needs of an individual.
- In response to Task 2, learners will demonstrate their knowledge and understanding of how social care services meet the needs of an individual.
- In response to Task 3, learners will demonstrate their knowledge and understanding of barriers an individual could face when accessing services in health or social care.
- In response to Task 4, learners will demonstrate their knowledge and understanding of how health care professionals demonstrate the skills, attributes and values when delivering care to an individual.
- In response to Task 5, learners will demonstrate their knowledge and understanding of how the skills, attributes and values of care professionals can help an individual to overcome potential obstacles.

This assessment will be offered twice a year. The timing of the assessment is approximately 6 hours of supervised assessment.

The assessment evidence is produced under formal supervision to ensure that learners' work is authentic and that all learners have had the same assessment opportunity. The formal supervision takes place in a session/s timetabled by the centre.

## Levels of control within this set assignment

The levels of control outlined below must be adhered to and enforced by teachers following the release of the assignment to learners.

**Formal supervision:** The estimated hours stated for completion of each task in this set assignment refer to formally supervised hours. During formally supervised sessions, learners must work independently, cannot work with or discuss their work with other learners unless group or collaborative work is required or permitted. Learners can access the internet for sourcing audio/visual content to use in their responses, which must be appropriately referenced. Inclusion of audio/video content in responses and use of the internet to source this content is optional and will not affect access to the full range of available marks. This must be monitored by the teacher. Work must be held securely in between supervised sessions and must not be taken in or out of sessions. Learners will be able to access their own course notes and any materials specified in the assessment.

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# Instructions to learners

You should read the information given in the vocational context and each task section of this assignment carefully prior to starting work. Tasks often link to one another, so it is important to make sure you understand all tasks before starting the assignment.

The assignment will take approximately 6 supervised hours to complete.

This is divided into approximately:

- 1 hour to complete Task 1
- 1 hour to complete Task 2
- 1 hour to complete Task 3
- 1.5 hours to complete Task 4
- 1.5 hours to complete Task 5.

These timings are for guidance only, but should be used as an indication of how long to spend on each task. Your teacher will advise you when it is time to move from one task to the next.

You must work independently and should not share your work with other learners. All work must be your own and you must sign a declaration of authenticity to confirm this. If group work or collaboration is permitted, you must produce your own independent responses and evidence for the tasks.

Any sources of information, ideas, text, audio and/or visual assets created by others that you include in your work **must** be clearly identified and referenced. Using the work of others as your own or without proper acknowledgement is considered plagiarism and can result in disqualification from the assessment.

You may ask your teacher for support if you have questions about the requirements of tasks, what evidence you need to produce and any resources you are allowed to access, such as your own course notes and access to the internet to source audio/visual content. They cannot give you feedback about how to improve your work, or guide you to solutions to any questions or problems in the tasks.


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# Pearson-set Assignment

| | |
|---|---|
| **Qualification** | Pearson BTEC Level 1/Level 2 Tech Award in Health and Social Care |
| **Component number and title** | **2:** Health and Social Care Services and Values |
| **Write your name here (Surname, Name)** | |
| **Completion time for assignment** | Approximately 6 hours |
| **Submission deadline** | |
| **Assessment series and year** | Sample assignment |

| | |
|---|---|
| **Vocational context** | When working in health and social care, it is important to understand how different professionals and job holders work together to meet the needs of individuals.<br>Having a good understanding of the skills, attributes and values required to provide quality care is essential to uphold standards. |

| | |
|---|---|
| **Task 1** | **How health care services work together to meet the needs of an individual**<br>Produce a report on how different health care services work together to meet the needs of an **eight-year-old** who has recently been diagnosed with **asthma**.<br>Your report must include:<br>• how **primary** health care services could meet the specific health care needs of the specified individual<br>• how **secondary** health care services could meet the specific health care needs of the specified individual<br>• how the **primary** and **secondary** care services could work together to meet the specific needs of the specified individual. |
| **Learning outcome covered** | **A:** Understand the different types of health and social care services and barriers to accessing them |

| | |
|---|---|
| **Checklist of evidence required** | Your report can take **one** of the following formats:<br>• a written response of approximately 5–7 pages of A4 which can include supporting images<br>• an audio or video recording of you lasting approximately 5–7 minutes<br>• a presentation of approximately 10–15 slides which can include any combination of:<br>  ○ text<br>  ○ images<br>  ○ audio/video content lasting no more than 3 minutes. |
| **Resources needed** | None |
| **Supervised hours to complete the tasks** | Learners would need approximately 1 hour to complete Task 1. |
| **Number of marks** | 12 marks |

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|---|---|
| **Task 2** | **How social care services meet the needs of an individual**<br>Produce a report on how social care services can meet the needs of a **92-year-old** who is lonely and needs help with **personal care**.<br>Your report must include:<br>• how **social care services** could meet the specific needs of the specified individual<br>• how **voluntary care** services could meet the specific needs of the specified individual<br>• how **informal care** options could meet the specific needs of the specified individual. |
| **Learning outcome covered** | **A:** Understand the different types of health and social care services and barriers to accessing them |
| **Checklist of evidence required** | Your report can take **one** of the following formats:<br>• a written response of approximately 5–7 pages of A4 which can include supporting images<br>• an audio or video recording of you lasting approximately 5–7 minutes<br>• a presentation of approximately 10–15 slides which can include any combination of:<br>  ○ text<br>  ○ images<br>  ○ audio/video content lasting no more than 3 minutes. |
| **Resources needed** | None |
| **Supervised hours to complete the tasks** | Learners would need approximately 1 hour to complete Task 2. |
| **Number of marks** | 12 marks |

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|---|---|
| **Task 3** | **Barriers an individual could face when accessing services in health or social care**<br>Produce a report on the **barriers** an individual could face when **accessing services** in health or social care and provide suggestions of how these **could be overcome**.<br>Your report **must** be based on a 37-year-old; English is their second language and they use a wheelchair. They live in the countryside and rely on public transport. They need to attend medical appointments at a hospital 30 miles away.<br>Your report must include:<br>• the barriers the specified individual may face when accessing the services<br>• for each barrier, make realistic suggestions for how the health or social care services could minimise or remove the barrier<br>• provide justifications to support each suggestion. |
| **Learning outcome covered** | **A:** Understand the different types of health and social care services and barriers to accessing them |
| **Checklist of evidence required** | Your report can take **one** of the following formats:<br>• a written response of approximately 5–7 pages of A4 which can include supporting images<br>• an audio or video recording of you lasting approximately 5–7 minutes<br>• a presentation of approximately 10–15 slides which can include any combination of:<br>o text<br>o images<br>o audio/video content lasting no more than 3 minutes. |
| **Resources needed** | None |
| **Supervised hours to complete the tasks** | Learners would need approximately 1 hour to complete Task 3. |
| **Number of marks** | 12 marks |

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|---|---|
| **Task 4** | **How health care professionals demonstrate the skills, attributes and values required when delivering care to an individual**<br>Produce a report to show how health care professionals might demonstrate the skills, attributes and values required when delivering care to an **elderly individual** living with **dementia**.<br>Your report should include:<br>• how the skills of **problem solving** and **organisation** can be demonstrated by the professionals supporting the individual described<br>• how the attributes of **empathy** and **patience** can be demonstrated by the professionals supporting the individual described<br>• how the values of **communication** and **care** can be demonstrated by the professionals supporting the individual described<br>• reasons why the skills, values and attributes that you have included are important when providing the specified individual with care. |
| **Learning outcome covered** | **B:** Understand the skills, attributes and values required to give care |
| **Checklist of evidence required** | Your report can take **one** of the following formats:<br>• a written response of approximately 5–7 pages of A4 which can include supporting images<br>• an audio or video recording of you lasting approximately 5–7 minutes<br>• a presentation of approximately 10–15 slides which can include any combination of:<br>  ○ text<br>  ○ images<br>  ○ audio/video content lasting no more than 3 minutes. |
| **Resources needed** | None |
| **Supervised hours to complete the tasks** | Learners would need approximately 1.5 hours to complete Task 4. |
| **Number of marks** | 12 marks |


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| **Task 5** | **How the skills, attributes and values of care professionals can help an individual to overcome potential obstacles**<br>Use the case study on **Grace**, provided in *Appendix 1*, to produce a report on how the skills, attributes and values required of care professionals can help her to overcome potential obstacles.<br>Your report must include:<br>• the potential obstacles that Grace may face during her care<br>• how these obstacles impact on Grace's recovery<br>• how care professionals who show the following could help Grace to overcome each potential obstacle:<br>o skills of **problem solving** and **organisation**<br>o attributes of **empathy** and **patience**<br>o values of **communication** and **care**<br>• provide justification to support the reasons you have given. |
| **Learning outcome covered** | **B:** Understand the skills, attributes and values required to give care |
| **Checklist of evidence required** | Your report can take **one** of the following formats:<br>• a written response of approximately 5–7 pages of A4 which can include supporting images<br>• an audio or video recording of you lasting approximately 5–7 minutes<br>• a presentation of approximately 10–15 slides which can include any combination of:<br>o text<br>o images<br>o audio/video content lasting no more than 3 minutes. |
| **Resources needed** | The case study which can be found in *Appendix 1*. |
| **Supervised hours to complete the tasks** | Learners would need approximately 1.5 hours to complete Task 5. |
| **Number of marks** | 12 marks |
| **Other resources needed to complete this Set Assignment** | Case study for Task 5 |

# Guidance for teachers

**(to be removed before assignment distribution to learners)**

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| **General guidance** | This assignment has been designed to allow learners to meet the assessment requirements of the component by engaging in vocationally relevant tasks and activities.<br>You must issue this assignment allowing sufficient time for learners to complete it. You should advise learners of the timetabled sessions during which they should complete monitored preparation and when they will undertake supervised assessment.<br>You should direct learners to read the information given in the vocational context and each task section of this assignment carefully. Tasks often link to one another, so it is important to check that learners understand all tasks before they start the assignment. |
| **Specific guidance** | The assignment will take approximately 6 supervised hours to complete.<br>This is divided into approximately:<br>• 1 hour to complete Task 1<br>• 1 hour to complete Task 2<br>• 1 hour to complete Task 3<br>• 1.5 hours to complete Task 4<br>• 1.5 hours to complete Task 5.<br>These timings are for guidance only, but should be used to give learners an indication of how long to spend on each task and to schedule your assessment sessions. Tasks can be conducted and evidence can be produced across several sessions.<br>**Submission of evidence for moderation**<br>Evidence submitted for moderation should include a clearly labelled digital folder per learner containing:<br>• all work completed for the assignment<br>• a completed declaration of authenticity.<br>**Guidance on preparing evidence for submission**<br>• Consideration should be given to the quality and clarity of images/scans, audio and/or video submitted as evidence. Images included should be of sufficient size to clearly show the quality/nature of the work being demonstrated.<br>• Digital files should be saved in an accessible format that does not require specialist software to access. |


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| **Opportunity to contextualise this assignment** | No contextualisation is allowed for this assignment. You must not change any aspect of the vocational context or tasks. The set of tasks form a coherent whole, addressing all the learning outcomes and allowing access to the full range of marks.<br>Altering any aspect of this assignment may constitute malpractice and will be subject to investigation by Pearson. |
| **Before carrying out the assignment** | Before this assignment is given to learners, they must undertake a learning programme covering the knowledge, understanding and skills outlined in the component content in the specification. They should be given sufficient time to develop their knowledge, understanding and skills in order to achieve their full potential. |
| **During the assignment** | For the duration of the assignment:<br>• all work must be completed independently by the learner under appropriate monitoring and supervision to ensure authenticity<br>• work must be produced in response to the assignment and no work completed during teaching can be used or adapted for this purpose<br>• guidance or support can only be given to learners in order to clarify:<br>  ○ the requirements of tasks<br>  ○ the evidence they need to produce<br>  ○ any resources they are allowed to access<br>• learners cannot receive any guidance or instruction about how to improve work to meet mark bands or solutions to questions or problems in the tasks<br>• learners must not be given any support or feedback in writing or editing notes<br>• learners must not be provided with writing frames, prepared formats, templates or any other forms of scaffolding<br>• any sources of information, ideas, text, audio and/or visual assets created by others that learners include in their work must be clearly identified and referenced<br>• appropriate steps must be taken to prevent plagiarism and/or collusion through supervision and regular checks of work as it develops.<br>**Maintaining security during formal supervision**<br>Any work learners produce under supervision must be kept securely between sessions and during breaks.<br>Designated assessment areas must only be accessible to the learner and to named members of staff.<br>Learners can only have access to their work under supervision. |

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| | Only permitted materials, such as learners' own course notes and sourced audio/visual content, can be brought into the supervised assessment and no materials should be removed.<br>Learners can have access to the internet for sourcing audio/visual content but not to other resources that might compromise the security of the assessment. |
| **Approach to teaching and learning to support learners to *'get it right first time'*** | In order to fully prepare learners, before the Set Assignment is distributed, they should:<br>• attempt formative assessment tasks that model important elements of the activities to be carried out in this assignment<br>• receive feedback on how they performed including what they did well and how they can further improve. |
| **Other materials** | This Set Assignment does not include any additional materials and it is expected that learners produce their own evidence. Learners must not be provided with writing frames, prepared formats, templates or any other forms of scaffolding. |

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## Assessor guidance

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| **Your role as the assessor** | As the assessor of this internal assessment, it is your role to:<br>• ensure correct processes to maintain security and authenticity are followed for the duration of the assessment<br>• make and record assessment decisions using the mark bands<br>• provide feedback to learners about their achievement.<br>When acting in dual roles as both teacher and an assessor, you should help learners to understand your responsibilities in each capacity so they are aware of the differences during learning and assessment. |
| **Your assessment decision** | You must assess learners' evidence for this Pearson-set Assignment using the marking grids for the relevant component provided in this document. Marking grids have four mark bands, each containing the descriptors specifying the level of knowledge, understanding and skills that learners are required to demonstrate to be awarded the marks associated with that band. The descriptors for each band are written to reflect the marks at the top of the mark band and the descriptors should be read and applied as a whole. A glossary of terms used in the marking grids is provided in *Appendix 1* of the specification.<br>**Using a 'best fit approach' to marking the assignments**<br>In applying the marking grid, assessors are required to:<br>• first make a holistic judgement on which mark band most closely matches the learner's response for the evidence being assessed. Each mark band contains a number of 'bulleted traits' that in combination provides a descriptor of the expected performance of a learner in relation to the individual task within the assignment. Consideration should also be given to the descriptors in the mark bands above and below to ensure the correct mark band is selected. The learner's response does not have to meet all the characteristics of a mark band's descriptor before being placed in that mark band, as long as it meets more of the characteristics of that mark band than of any other<br>• after placing the learner's response within a mark band, the assessor should then make a more refined judgement as to whether the learner's response is towards the higher, or the lower end of the mark range for that mark band, and allocate a final mark accordingly within the marks available in that mark band. |

| | |
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| | **Further guidance on deciding a final mark**<br>The award of marks must be directly related to the descriptors in a mark band. Assessors should be prepared to use the full range of marks available. When deciding upon a final mark, assessors should take into account how well the learner's response meets the requirements of the descriptor in that mark band.<br>• If the learner's response meets the requirements of the descriptor fully, assessors should be prepared to award full marks within the mark band. The top mark in the mark band is used for a learner's response that is as good as can realistically be expected in that mark band.<br>• If the learner's response only barely meets the requirements of the descriptor (but is better than the previous descriptor), assessors should consider awarding marks at the bottom of the mark band. The bottom mark in the mark band is used for a learner's response that is the weakest that can be expected in that mark band.<br>• The middle marks of the mark band are for a learner's response that is a reasonable match to the descriptor. This might represent a balance between some characteristics of the descriptor that are fully met and others that are only barely met.<br>• Where there is no evidence worthy of credit, no marks (0 marks) must be awarded. |


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# Marking grid – Component 2

| Mark Band 0 | Mark Band 1 | Mark Band 2 | Mark Band 3 | Mark Band 4 |
|---|---|---|---|---|
| **Task 1: How health care services work together to meet the needs of an individual**<br>**Learning outcome A: Understand the different types of health and social care services and barriers to accessing them** | | | | |
| **0 marks** | **1 – 3 marks** | **4 – 6 marks** | **7 – 9 marks** | **10 – 12 marks** |
| No rewardable material | **Limited** application of knowledge and understanding of how different types of health care services work together to meet the health care needs of a specified individual.<br>Evidenced through:<br>• a **superficial** account of how the primary health care services selected could meet the needs of the specified individual; the information given has **little relevance** to the age and health condition of the individual<br>• a **superficial** account of how the secondary health care services selected could meet the needs of the specified individual; the information given has **little relevance** to the age and health condition of the individual | **Adequate** application of knowledge and understanding of how different types of health care services work together to meet the health care needs of a specified individual.<br>Evidenced through:<br>• a **partially detailed** account of how the primary health care services selected could meet the needs of the specified individual; the information given has **some relevance** to the age and health condition of the individual<br>• a **partially detailed** account of how the secondary health care services selected could meet the needs of the specified individual; the information given has **some relevance** to the age and health condition of the individual | **Good** application of knowledge and understanding of how different types of health care services work together to meet the health care needs of a specified individual.<br>Evidenced through:<br>• a **mostly detailed** account of how the primary health care services selected could meet the needs of the specified individual; the information given is **mostly relevant** to the age and health condition of the individual<br>• a **mostly detailed** account of how the secondary health care services selected could meet the needs of the specified individual; the information given is **mostly relevant** to the age and health condition of the individual | **Comprehensive** application of knowledge and understanding of how different types of health care services work together to meet the health care needs of a specified individual.<br>Evidenced through:<br>• a **fully detailed** account of how the primary health care services selected could meet the needs of the specified individual; the information given is **fully relevant** to the age and health condition of the individual<br>• a **fully detailed** account of how the secondary health care services selected could meet the needs of the specified individual; the information given is **fully relevant** to the age and health condition of the individual |

| Mark Band 0 | Mark Band 1 | Mark Band 2 | Mark Band 3 | Mark Band 4 |
|---|---|---|---|---|
| **Task 1: How health care services work together to meet the needs of an individual *(continued)*<br>Learning outcome A: Understand the different types of health and social care services and barriers to accessing them** | | | | |
| No rewardable material | • a **superficial** account of how the selected services could work together to meet the needs of a specified individual; with **little clarity in the links** made between the different services to show the specific ways of working together. | • a **partially detailed** account of how the selected services could work together to meet the needs of a specified individual; making **partially clear links** between the different services to show the specific ways of working together. | • a **mostly detailed** account of how the selected services could work together to meet the needs of a specified individual; making **mostly clear links** between the different services to show the specific ways of working together. | • a **fully detailed** account of how the selected services could work together to meet the needs of a specified individual; making **clear links** between the different services to show the specific ways of working together. |

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| Mark Band 0 | Mark Band 1 | Mark Band 2 | Mark Band 3 | Mark Band 4 |
|---|---|---|---|---|
| **Task 2: How social care services meet the needs of an individual**<br>**Learning outcome A: Understand the different types of health and social care services and barriers to accessing them** | | | | |
| **0 marks** | **1 – 3 marks** | **4 – 6 marks** | **7 – 9 marks** | **10 – 12 marks** |
| No rewardable material | **Limited** application of knowledge and understanding of how social care services meet the needs of a specified individual.<br>Evidenced through:<br>• a **superficial** account of how the social care services selected could meet the needs of the specified individual; the information given has **little relevance** to the age and needs of the individual<br>• a **superficial** account of how voluntary care services could meet the needs of the specified individual; the information given has **little relevance** to the age and needs of the individual<br>• a **superficial** account of how informal care options could meet the needs of the specified individual; the information given has **little relevance** to the age and needs of the individual. | **Adequate** application of knowledge and understanding of how social care services meet the needs of a specified individual.<br>Evidenced through:<br>• a **partially detailed** account of how the social care services selected could meet the needs of the specified individual; the information given has **some relevance** to the age and needs of the individual<br>• a **partially detailed** account of how voluntary care services could meet the needs of the specified individual; the information given has **some relevance** to the age and needs of the individual<br>• a **partially detailed** account of how informal care options could meet the needs of the specified individual; the information given has **some relevance** to the age and needs of the individual. | **Good** application of knowledge and understanding of how social care services meet the needs of a specified individual.<br>Evidenced through:<br>• a **mostly detailed** account of how the social care services selected could meet the needs of the specified individual; the information given is **mostly relevant** to the age and needs of the individual<br>• a **mostly detailed** account of how voluntary care services could meet the needs of the specified individual; the information given is **mostly relevant** to the age and needs of the individual<br>• a **mostly detailed** account of how informal care options could meet the needs of the specified individual; the information given is **mostly relevant** to the age and needs of the individual. | **Comprehensive** application of knowledge and understanding of how social care services meet the needs of a specified individual.<br>Evidenced through:<br>• a **fully detailed** account of how the social care services selected could meet the needs of the specified individual; the information given is **fully relevant** to the age and needs of the individual<br>• a **fully detailed** account of how voluntary care services could meet the needs of the specified individual; the information given is **fully relevant** to the age and needs of the individual<br>• a **fully detailed** account of how informal care options could meet the needs of the specified individual; the information given is **fully relevant** to the age and needs of the individual. |

| Mark Band 0 | Mark Band 1 | Mark Band 2 | Mark Band 3 | Mark Band 4 |
|---|---|---|---|---|
| **Task 3: Barriers an individual could face when accessing services in health or social care**<br>**Learning outcome A: Understand the different types of health and social care services and barriers to accessing them** | | | | |
| **0 marks** | **1 – 3 marks** | **4 – 6 marks** | **7 – 9 marks** | **10 – 12 marks** |
| No rewardable material | **Limited** application of knowledge and understanding of the barriers a specified individual may face when accessing health or social care services.<br>Evidenced through:<br>• a **superficial** account of the barriers the specified individual may face when accessing the services, **with little clarity in the links** between the circumstances of the individual and the types of barriers they face<br>• **simplistic** suggestions, with **little relevance,** for how the services could minimise or remove each of the barriers the specified individual may face when accessing the service | **Adequate** application of knowledge and understanding of the barriers a specified individual may face when accessing health or social care services.<br>Evidenced through:<br>• a **partially detailed** account of the barriers the specified individual may face when accessing the services, **making partially clear links** between the circumstances of the individual and the types of barriers they face<br>• **partially developed** and **partially relevant** suggestions made for how the services could minimise or remove each of the barriers the specified individual may face when accessing the service | **Good** application of knowledge and understanding of the barriers a specified individual may face when accessing health or social care services.<br>Evidenced through:<br>• a **mostly detailed** account of the barriers the specified individual may face when accessing the services, **making mostly clear links** between the circumstances of the individual and the types of barriers they face<br>• **mostly developed** and **mostly relevant** suggestions made for how the services could minimise or remove each of the barriers the specified individual may face when accessing the service | **Comprehensive** application of knowledge and understanding of the barriers a specified individual may face when accessing health or social care services.<br>Evidenced through:<br>• a **fully detailed** account of the barriers the specified individual may face when accessing the identified service, **making clear links** between the circumstances of the individual and the types of barriers they face<br>• **well-developed** and **fully relevant** suggestions made for how the services could minimise or remove each of the barriers the specified individual may face when accessing the service |



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| Mark Band 0 | Mark Band 1 | Mark Band 2 | Mark Band 3 | Mark Band 4 |
|---|---|---|---|---|
| **Task 3: Barriers an individual could face when accessing services in health or social care *(continued)*<br>Learning outcome A: Understand the different types of health and social care services and barriers to accessing them** | | | | |
| No rewardable material | • **simplistic** justifications of how each barrier could be minimised or removed **supported by little logical reasoning**. | • **partially developed** justifications of how each barrier could be minimised or removed **supported by partially logical reasoning**. | • **mostly developed** justifications of how each barrier could be minimised or removed **supported by mostly logical reasoning**. | • **well-developed** justifications of how each barrier could be minimised or removed **supported by logical reasoning**. |

| Mark Band 0 | Mark Band 1 | Mark Band 2 | Mark Band 3 | Mark Band 4 |
|---|---|---|---|---|
| **Task 4: How health care professionals demonstrate the skills, attributes and values when delivering care to an individual**<br>**Learning outcome B: Understand the skills, attributes and values required to give care** | | | | |
| **0 marks** | **1 – 3 marks** | **4 – 6 marks** | **7 – 9 marks** | **10 – 12 marks** |
| No rewardable material | **Limited** application of knowledge and understanding of how health care professionals can demonstrate the skills, attributes and values required when delivering care.<br>Evidenced through:<br>• a **superficial** account of how health care professionals can demonstrate the specific skills when supporting the specified individual; the information given shows **little appropriateness** to the age range and health condition of the individual<br>• a **superficial** account of how health care professionals can demonstrate the specific attributes when supporting the specified individual; the information given shows **little appropriateness** to the age range and health condition of the individual | **Adequate** application of knowledge and understanding of how health care professionals can demonstrate the skills, attributes and values required when delivering care.<br>Evidenced through:<br>• a **partially detailed** account of how health care professionals can demonstrate the specific skills when supporting the specified individual; the information given is **somewhat appropriate** to the age range and health condition of the individual<br>• a **partially detailed** account of how health care professionals can demonstrate the specific attributes when supporting the specified individual; the information given is **somewhat appropriate** to the age range and health condition of the individual | **Good** application of knowledge and understanding of how health care professionals can demonstrate the skills, attributes and values required when delivering care.<br>Evidenced through:<br>• a **mostly detailed** account of how health care professionals can demonstrate the specific skills when supporting the specified individual; the information given is **mostly appropriate** to the age range and health condition of the individual<br>• a **mostly detailed** account of how health care professionals can demonstrate the specific attributes when supporting the specified individual; the information given is **mostly appropriate** to the age range and health condition of the individual | **Comprehensive** application of knowledge and understanding of how health care professionals can demonstrate the skills, attributes and values required when delivering care.<br>Evidenced through:<br>• a **fully detailed** account of how health care professionals can demonstrate the specific skills when supporting the specified individual; the information given is **fully appropriate** to the age range and health condition of the individual<br>• a **fully detailed** account of how health care professionals can demonstrate the specific attributes when supporting the specified individual; the information given is **fully appropriate** to the age range and health condition of the individual |



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| Mark Band 0 | Mark Band 1 | Mark Band 2 | Mark Band 3 | Mark Band 4 |
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| **Task 4: How health care professionals demonstrate the skills, attributes and values when delivering care to an individual *(cont'd)*<br>Learning outcome B: Understand the skills, attributes and values required to give care** | | | | |
| No rewardable material | • a **superficial** account of how health care professionals can demonstrate the specific values required when supporting the specified individual; the information given shows **little appropriateness** to the age and health condition of the individual<br>• **simplistic** reasoning of the importance of specific skills, values and attributes when providing care, **with few accurate links** made to the care needs of the specified individual. | • a **partially detailed** account of how health care professionals can demonstrate the specific values required when supporting the specified individual; the information given is **somewhat appropriate** to the age and health condition of the individual<br>• **partially developed** reasoning of the importance of specific skills, values and attributes when providing care, with **partially accurate links** made to the care needs of the specified individual. | • a **mostly detailed** account of how health care professionals can demonstrate the specific values required when supporting the specified individual; the information given is **mostly appropriate** to the age and health condition of the individual<br>• **mostly developed** reasoning of the importance of specific skills, values and attributes when providing care, with **mostly accurate links** made to the care needs of the specified individual. | • a **fully detailed** account of how health care professionals can demonstrate the specific values required when supporting the specified individual; the information given is **fully appropriate** to the age and health condition of the individual<br>• **well-developed** reasoning of the importance of specific skills, values and attributes when providing care, with **fully accurate links** made to the care needs of the specified individual. |

| Mark Band 0 | Mark Band 1 | Mark Band 2 | Mark Band 3 | Mark Band 4 |
|---|---|---|---|---|
| **Task 5: How the skills, attributes and values of care professionals can help an individual to overcome potential obstacles**<br>**Learning outcome B: Understand the skills, attributes and values required to give care** | | | | |
| **0 marks** | **1 – 3 marks** | **4 – 6 marks** | **7 – 9 marks** | **10 – 12 marks** |
| No rewardable material | **Limited** application of knowledge and understanding of the obstacles the specified individual may face during their care.<br>Evidenced through:<br>• a **superficial** account of the obstacles the specified individual may face during their care, **with little clarity in the links** between the circumstances of the individual and the potential obstacles they face<br>• a **superficial** account of the impact of the obstacles on the specified individual's recovery | **Adequate** application of knowledge and understanding of the obstacles the specified individual may face during their care.<br>Evidenced through:<br>• a **partially detailed** account of the obstacles the specified individual may face during their care, **making partially clear links** between the circumstances of the individual and the potential obstacles they face<br>• a **partially detailed** account of the impact of the obstacles on the specified individual's recovery | **Good** application of knowledge and understanding of the obstacles the specified individual may face during their care.<br>Evidenced through:<br>• a **mostly detailed** account of the obstacles the specified individual may face during their care, **making mostly clear links** between the circumstances of the individual and the potential obstacles they face<br>• a **mostly detailed** account of the impact of the obstacles on the specified individual's recovery | **Comprehensive** application of knowledge and understanding of the obstacles the specified individual may face during their care.<br>Evidenced through:<br>• a **fully detailed** account of the obstacles the specified individual may face during their care, **making clear links** between the circumstances of the individual and the potential obstacles they face<br>• a **fully detailed** account of the impact of the obstacles on the specified individual's recovery |



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| Mark Band 0 | Mark Band 1 | Mark Band 2 | Mark Band 3 | Mark Band 4 |
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| **Task 5: How the skills, attributes and values of care professionals can help an individual to overcome potential obstacles *(cont'd)*<br>Learning outcome B: Understand the skills, attributes and values required to give care** | | | | |
| No rewardable material | • a **superficial** account of how the specified skills, attributes and values of care professionals working with the specified individual will help them to overcome their potential obstacles, **with little clarity in the links** between the specified skills, attributes and values and the obstacles.<br>**Limited** judgement of how the skills, attributes and values demonstrated by professionals support an individual to overcome potential obstacles.<br>Evidenced through:<br>• **simplistic** justifications of how professionals could help the individual overcome obstacles **supported by little logical reasoning**. | • a **partially detailed** account of how the specified skills, attributes and values of care professionals working with the specified individual will help them to overcome their potential obstacles, **making partially clear links** between the specified skills, attributes and values and the obstacles.<br>**Adequate** judgement of how the skills, attributes and values demonstrated by professionals support an individual to overcome potential obstacles.<br>Evidenced through:<br>• **partially developed** justifications of how professionals could help the individual overcome obstacles **supported by partially logical reasoning**. | • a **mostly detailed** account of how the specified skills, attributes and values of care professionals working with the specified individual will help them to overcome their potential obstacles, **making mostly clear links** between he specified skills, attributes and values and the obstacles.<br>**Good** judgement of how the skills, attributes and values demonstrated by professionals support an individual to overcome potential obstacles.<br>Evidenced through:<br>• **mostly developed** justifications of how professionals could help the individual overcome obstacles **supported by mostly logical reasoning**. | • a **fully detailed** account of how the specified skills, attributes and values of care professionals working with the specified individual will help them to overcome their potential obstacles, **making clear links** between the specified skills, attributes and values and the obstacles.<br>**Comprehensive** judgement of how the skills, attributes and values demonstrated by professionals support an individual to overcome potential obstacles.<br>Evidenced through:<br>• **well-developed** justifications of how professionals could help the individual overcome obstacles **supported by logical reasoning**. |

# Appendix 1: Case study for Task 5

**Case study**

Grace is aged 14. She has been off school since she had an accident two months ago, which resulted in a bleed on the brain.

Grace's accident has affected her in the following ways:

- problems moving her arm and the hand she writes with
- slurred speech and sometimes forgetting words
- a reduced ability to concentrate for long, especially in noisy environments
- fatigue
- feeling sad because she does not see her friends or attend clubs and activities.

Grace sees a variety of professionals who are helping her with her recovery.

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